

2022

AP<sup>®</sup>

CollegeBoard

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# AP<sup>®</sup> European History

## Sample Student Responses and Scoring Commentary

### **Inside:**

#### **Long Essay Question 2**

- Scoring Guidelines**
- Student Samples**
- Scoring Commentary**

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## Question 2: Long Essay Question, French Revolution and 1848 Comparison

6 points

### General Scoring Notes

- Except where otherwise noted, each point of these rubrics is earned independently; for example, a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy:** The components of these rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.

Evaluate the most significant similarity between the French Revolution of 1789–1799 and the Revolutions of 1848.

Reporting Category	Scoring Criteria			
<p><b>Row A</b> <b>Thesis/Claim</b>  <b>(0-1 points)</b></p>	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.</p>		
<b>Decision Rules and Scoring Notes</b>				
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<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs).</li> <li>• The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period.</li> </ul>				

Reporting Category	Scoring Criteria			
<p><b>Row B</b> Contextualization</p> <p><b>(0-1 points)</b></p>	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Describes a broader historical context relevant to the prompt.</p>		
<b>Decision Rules and Scoring Notes</b>				
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<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• The response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question.</li> <li>• To earn this point, the context provided must be more than a phrase or reference.</li> </ul>				

Reporting Category	Scoring Criteria		
<b>Row C Evidence</b>  <b>(0-2 points)</b>	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Provides specific examples of evidence relevant to the <b>topic</b> of the prompt.	<b>2 points</b> Supports an <b>argument</b> in response to the prompt using specific and relevant examples of evidence.
<b>Decision Rules and Scoring Notes</b>			

Reporting Category	Scoring Criteria					
<b>Row D</b> <b>Analysis and Reasoning</b>  <b>(0-2 points)</b>	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Uses historical reasoning (e.g., comparison, causation, continuity, and change) to frame or structure an argument that addresses the prompt.	<b>2 points</b> Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.			
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This statement would need to be followed with at least a minimal elaboration of this reasoning.)</li> <li>• <i>“National minorities within large empires, such as the Hungarians, saw the outbreak of revolution as an opportunity to create their own nation-states.”</i> (Uses comparative reasoning to explain a significant similarity between the French Revolution and the Revolutions of 1848. This statement would need to be followed with at least a minimal elaboration of this reasoning.)</li> </ul> </td> <td style="width: 25%; padding: 5px;"> <b>Demonstrating complex understanding might include any of the following if appropriate elaboration is provided:</b> <ul style="list-style-type: none"> <li>• Explaining continuities in the criticisms of European monarchical government between the two Revolutions. (Provides insightful connections within and across periods)</li> <li>• Explaining different effects of the Revolutions in different regions of Europe or within and outside of France. 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(Explains nuance, multiple variables)</li> <li>• Evaluating whether the differences in the Revolutions were more significant than the similarities. (Qualifies or modifies an argument)</li> <li>• Considering political and economic similarities between the two Revolutions. (Confirms the validity of an argument by corroborating multiple perspectives across themes)</li> <li>• Explaining continuities between the French Revolution and the Revolutions of 1848 and the Russian Revolution. (Provides insightful connections across periods)</li> </ul>
<b>Examples that do not earn points:</b>  <b>Provide evidence but offer no reasoning to connect the evidence to an argument</b> <ul style="list-style-type: none"> <li>• <i>“Marx and Engels published the Communist manifesto in response to the events of 1848.”</i></li> <li>• <i>“Factory production spread across Europe from its home in Britain in the early 1800s.”</i></li> </ul>	<b>Using a historical thinking skill to frame or structure an argument could include:</b> <ul style="list-style-type: none"> <li>• Using comparative reasoning to explain significant cultural, religious, political, or intellectual similarities between the French Revolution and the Revolutions of 1848.</li> <li>• Structuring an argument thematically to highlight similarities in different categories, such as economics, politics, social changes, culture, etc.</li> <li>• Arranging an argument to recount developments over the course of the period showing continuity between the two revolutions.</li> </ul> <b>Examples of acceptable use of historical reasoning:</b> <ul style="list-style-type: none"> <li>• <i>“The widespread dissatisfaction with monarchical rule was a key similarity between France in the 1790s and in 1848.”</i> (Uses comparative reasoning to explain a significant similarity between the French Revolution and the Revolutions of 1848. This statement would need to be followed with at least a minimal elaboration of this reasoning.)</li> <li>• <i>“National minorities within large empires, such as the Hungarians, saw the outbreak of revolution as an opportunity to create their own nation-states.”</i> (Uses comparative reasoning to explain a significant similarity between the French Revolution and the Revolutions of 1848. This statement would need to be followed with at least a minimal elaboration of this reasoning.)</li> </ul>	<b>Demonstrating complex understanding might include any of the following if appropriate elaboration is provided:</b> <ul style="list-style-type: none"> <li>• Explaining continuities in the criticisms of European monarchical government between the two Revolutions. (Provides insightful connections within and across periods)</li> <li>• Explaining different effects of the Revolutions in different regions of Europe or within and outside of France. (Explains nuance, multiple variables)</li> <li>• Evaluating whether the differences in the Revolutions were more significant than the similarities. (Qualifies or modifies an argument)</li> <li>• Considering political and economic similarities between the two Revolutions. (Confirms the validity of an argument by corroborating multiple perspectives across themes)</li> <li>• Explaining continuities between the French Revolution and the Revolutions of 1848 and the Russian Revolution. (Provides insightful connections across periods)</li> </ul>				
<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>• This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.</li> </ul>						

- **Important:** Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory  
Question 1



Question 2



Choose one  
Question 3



Question 4



Begin your response to each question at the top of a new page. Do not skip lines.

The 1700's and 1800's saw Europe begin to question authorities of old. Reason, logic, and science became the figureheads for what we call the Enlightenment. Observation in the scientific world eventually spread to engulf the political and social cultures of European nations. JOHN LOCK and Thomas Hobbes questioned ~~the world~~ <sup>philosophical</sup> government in public salons where ideas of the natural rights of man <sup>and social contract</sup> spread. The absolutist monarchies of France and other European powers saw significant questioning of their divine right authority.

This questioning evolved into demanding of more liberties and reform across Europe in an era of revolutions. The people rose above their leaders and successfully earned freedoms from their governments.

This key similarity in both the French Revolution and the 1848 revolutions shows that ~~the~~ <sup>the growth</sup> liberalism defined this time.

First, both revolutions were inspired initially by the beliefs of enlightenment philosophers. Popular sovereignty and natural rights seemed appealing to Europeans who had been under the fist of conservative leaders for centuries. Why should the people not have a say in their government? The open mindedness of salons and coffeehouses allowed people to explore those ideas and freely express their liberalism without fear of persecution. Another key similarity is that these nations were living under conservative regimes which further spawned resentment to absolutism. Louis XVI's failure to support France's faltering economy in the 1780's angered the starving masses, which made them more inclined for change. Metternich of Austria was another conservative leader inspired to keep Austria a traditional monarchy. A staunch opposer to reform, he denied the requests of his people for reform.

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Important: Completely fill in the circle that corresponds to the question you are answering on this page.

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Question 1



Question 2



Choose one  
Question 3



Question 4



Begin your response to each question at the top of a new page. Do not skip lines.

liberal change. Other central European rulers has similar outlooks during the early 1800's, and this caused their subjects to turn to enlightenment ideals on how to run their governments.

The Revolutions of these two time periods were so similar in fact it can be argued the French Revolution and the era that pursued it caused the 1848 revolutions. First, the French revolutions inspired other nations that a monarchy can be toppled and instilled with enlightened principles. After the death of Robespierre in France, Napoleon assumed power and through warfare expanded France to control an immense portion of greater Europe. French influence in these other nations during the Napoleonic era many have furthered the spread of enlightenment principles alongside the advent of the Gutenberg printing press centuries ago which made quicker the spread of texts. Following the Napoleonic Wars and his eventual defeat, this <sup>French</sup> conquest caused an era of conservatism in Europe headed by Metternich at the Congress of Vienna.

Reactionary governments did not want the radical bloodshed of the French Revolution, however they inadvertently stirred liberal sentiments back up as Europeans longed for more liberties and an end to conservative rule. Eventually, with enough popular support, liberals rose up <sup>in revolution</sup> and caused the reactionary governments to grant reforms in fear of another <sup>destructive</sup> dynamic revolution. In this way both revolutions are incredibly similar in their role in the end of absolutism in much of Europe and the establishment of liberal enlightened ideas in practice. Their similarities coincide so much and through the context of history it can be said the 1848 revolutions are a ~~direct~~ result of the previous French Revolution.

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● **Important:** Completely fill in the circle that corresponds to the question you are answering on this page.

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Question 4

Begin your response to each question at the top of a new page. Do not skip lines.

The French Revolution began with the tennis court meeting on May 5th 1789. ~~This~~ During this meeting ~~the~~ over Louis XIV tax reform program, the 3rd estate rose to power and established the National Assembly. ~~However~~ ~~during~~ ~~this~~ This Revolution ~~strongly~~ was the starting point of liberalism which later was a strong ideology in the 1848 revolutions. ~~During the~~ ~~French~~ Revolution there was ~~two~~ ~~groups~~ - Jacobins and Girondists. They had ~~the~~ starting point for liberalism and aftermath of the Congress of Vienna's ~~desire~~ ~~to~~ ~~reestablish~~ influence of conservatism had evolved by the time of the 1848 revolutions. The significant similarity between them was ~~individuals who wanted to continue the revolution,~~ the ideologies that influenced these revolutions, ~~and~~

The Liberalism ~~was~~ promoted the idea of equal rights and ~~the~~ universal male suffrage. This was the expansion of voting rights. The main event that caused the French Revolution was the system of voting between the estates and as a result the third estate grew angry. ~~There~~ This also was an encouragement of nationalism as they rose together. ~~However~~ ~~there~~ ~~were~~ ~~2~~ ~~groups~~ ~~during~~ ~~this~~ ~~time~~ ~~that~~ ~~not~~. A man named Maximilian Robespierre wanted a republic not a constitutional monarchy or any other. He was the leader of the Jacobins which consisted of sans culottes. There were people who wanted to keep the revolution going. This led to the Reign of Terror and killing of many people

Page 5

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Question 4

Begin your response to each question at the top of a new page. Do not skip lines.

When Robespierre had died so did the Reign of Terror. Due to all the chaos in France there was the Congress of Vienna. This was hosted by Metternich who was a conservative. The ~~purpose~~ purpose of the congress was to ~~bring~~ bring back the balance of power and stability to the empire. Metternich, a conservative, wanted to bring back old traditional values.

Similar to the French Revolution these ideologies had risen during the 1848 Revolutions. The key ones that rose was nationalism, liberalism, socialism, & conservatism. These were all groups who revolted for their beliefs. ~~Over time~~ Over time this conservatism had changed & became known as modern conservatism due to Bismarck. Liberals had fought for universal male suffrage/voting rights similar to the voting of the Estates of the French Revolution. Socialists had also risen during the 1848 Revolutions and they had this ideology of class consciousness. The idea that ~~they~~ they were being scammed by the bourgeoisie this ideology was introduced by Marx.

Overall the Revolutions were similar due to their ideologies that motivated each one. With the aftermath of the French Revolution, which is the Congress of Vienna, and Metternich's desire to go back to traditional values which is known as conservatism, there was chaos and revolutions known

Page 6

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● **Important:** Completely fill in the circle that corresponds to the question you are answering on this page.

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**Question 2**

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**Question 3**

**Question 4**

Begin your response to each question at the top of a new page. Do not skip lines.

as the 1848 revolutions broke out, liberalism with most famous work "On Liberty" by John Stuart Mill and Nationalism ~~at the~~ <sup>inspired</sup> derived from the French Revolution, these ideologies carried over to the 1848 revolutions,

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Question 3



Question 4



Begin your response to each question at the top of a new page. Do not skip lines.

The most significant similarity between the French Revolution and the Revolutions of 1848 is the fact that they were all primarily fueled by Nationalists. The early to mid 1800s was the time where nationalism really started to flourish causing revolutions all across Europe. This resulted in tons of changes in government.

With the French Revolutions all sorts of posters and letters could be seen drawing on national pride to incite revolution. The same can be said with almost any of the 1848 revolutions. Like the ones in the German states. People pulled on their German or Austrian pride as a means to rise up and overthrow their government.

These nationalistic ideals are without a doubt the most significant similarity because it was the main characteristic of both revolutions. The French Revolution probably probably would have never have happened if nationalism wasn't in play, and it's the exact same with the 1848 Revolutions.

In conclusion, the most significant similarity between the French Revolution and the 1848 Revolutions is the fact that they were primarily fueled by nationalists and may have never happened without national pride in play.

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## Question 2—Long Essay Question

**Note:** Student samples are quoted verbatim and may contain spelling and grammatical errors.

### Overview

The Long Essay Question (LEQ) asks students to formulate a thesis/argument in response to a prompt about a particular historical development or episode in European history. In 2022 each LEQ asked students to determine the most significant similarity or difference between two events or processes in European history. LEQs require students to formulate arguments, utilize evidence, address historical context, and display an ability to employ historical reasoning skills. In the case of LEQ 2, responses were expected to demonstrate historical reasoning, specifically analyzing the most significant similarity between the French Revolution and the Revolutions of 1848 (Topics 5.4 and 6.6). Responses were expected to relate the topic of the prompt to the broader historical events, developments, or processes that occur before, during, or continue after the time frame specified in the prompt. Responses were expected to provide specific examples of evidence relevant to the topic of the similarities between the French Revolution and the Revolutions of 1848 and to use this specific evidence to support an argument in response to the prompt.

Responses were expected to demonstrate the use of historical reasoning to frame or structure an argument that addressed the prompt, and although the prompt directed students towards the historical reasoning process of comparison, responses could also frame their arguments around other types of historical reasoning (continuity, causation, and change over time). Responses were expected to demonstrate a complex understanding of the similarities between the French Revolution and the Revolutions of 1848. This demonstration of understanding could be achieved in various ways. Responses could explain a variety of causes by analyzing how both revolutions were caused by economic factors but also inspired by liberal ideas. They could also explain a similarity while also noting a difference, for instance, that both revolutions were motivated by demands for liberal reforms but that nationalism played a greater role in the Revolutions of 1848. Responses could also explain relevant and insightful connections across time by extending their argument about the similarities between the French Revolution and the Revolutions of 1848 to analyze 20<sup>th</sup>-century revolutions. Responses were assessed on the extent to which they performed in the following four categories: thesis and/or claim, contextualization, evidence, and analysis and reasoning.

### Sample: 2A

**Score: 6**

**Thesis/Claim: 1**

**Contextualization: 1**

**Evidence: 2**

**Analysis and Reasoning: 2**

### A. Thesis/Claim (0-1 points): 1

The response earned 1 point for thesis by establishing a line of reasoning in the introduction that “the growth of liberalism” is the most significant similarity between the French Revolution and the Revolutions of 1848.

## Question 2—Long Essay Question (continued)

### B. Contextualization (0-1 points): 1

The response earned 1 point for contextualization for a discussion of the ideas of the Enlightenment, such as the importance of reason, the concept of natural rights, and the challenge to the concept of divine right.

### C. Evidence (0-2 points): 2

#### Providing Specific Examples of Evidence

The response earned 1 point for providing specific examples of evidence for its discussion of Louis XVI regime’s economic failures and Metternich’s conservatism.

#### Using Specific Evidence in Support of a Relevant Argument

The response earned 1 point for supporting an argument by explaining how the difficult economic situation in pre-French Revolutionary France and Metternich’s political conservatism and refusal of the “requests of the people for liberal change” each encouraged popular resentment of autocratic governments, which heightened the popularity of enlightenment ideals and revolution.

### D. Analysis and Reasoning (0-2 points): 2

#### Using Historical Reasoning

The response earned 1 point for using historical reasoning (continuity over time) to structure an argument about the popularity of liberal ideas in reaction to the autocratic and failed policies of European states as the most significant similarity between the French Revolution and the Revolutions of 1848.

#### Demonstrating Complex Understanding

The response earned 1 point for complex understanding by developing an argument about the continuities between the two revolutions and a nuanced discussion of the motives of European leaders in 1848, who did not want a recurrence of revolution, but fell into some of the same traps as their predecessors.

#### Sample: 2B

Score: 4

Thesis/Claim: 1

Contextualization: 1

Evidence: 1

Analysis and Reasoning: 1

### A. Thesis/Claim (0-1 points): 1

The response earned 1 point for thesis by establishing a line of reasoning in the conclusion about the similar liberal ideological motivations of the French Revolution and the Revolutions of 1848.

## Question 2—Long Essay Question (continued)

The claim that these ideologies “had evolved” from the French Revolution to the Revolutions of 1848 is judged to be sufficient to establish a line of reasoning.

### **B. Contextualization (0-1 points): 1**

The response earned 1 point for contextualization for its discussion of the events of the early French Revolution in the introduction.

### **C. Evidence (0-2 points): 1**

#### **Using Historical Reasoning**

The response earned 1 point for providing specific examples of evidence, including Robespierre and the Reign of Terror and Metternich’s conservatism.

#### **Using Specific Evidence in Support of a Relevant Argument**

The response did not earn the point for using evidence to support a relevant argument about the most significant similarity between the French Revolution and the Revolutions of 1848. Neither the placement of the examples nor any specific connective language provides a clear indication that the evidence is being used to support a relevant argument.

### **D. Analysis and Reasoning (0-2 points): 1**

#### **Using Historical Reasoning**

The response earned 1 point for using the historical reasoning skill of continuity over time to develop an argument about the liberal motivations of the French Revolution and the Revolutions of 1848.

#### **Demonstrating Complex Understanding**

The response did not earn the point for complex understanding. Although the response does mention events in European history after the Revolutions of 1848, these are judged to be passing references that do not show evidence of a complex understanding.

#### **Sample: 2C**

**Score: 1**

**Thesis/Claim: 1**

**Contextualization: 0**

**Evidence: 0**

**Analysis and Reasoning: 0**

### **A. Thesis/Claim (0-1 points): 1**

The response earned 1 point for thesis by establishing a line of reasoning in the introduction that nationalism is the most significant similarity between the French Revolution and the Revolutions of 1848.

## Question 2—Long Essay Question (continued)

### **B. Contextualization (0-1 points): 0**

The response did not earn the point for contextualization. The assertion that the early nineteenth century is “the time when nationalism really started to flourish” in the introductory paragraph is not distinct enough from the thesis statement to be credited as contextualization.

### **C. Evidence (0-2 points): 0**

#### **Using Historical Reasoning**

The response did not earn the point for providing specific examples of evidence. Neither the reference to “posters and letters” during the French Revolution and “German and Austrian pride” in 1848 are specific enough to earn the point.

#### **Using Specific Evidence in Support of a Relevant Argument**

The response did not earn the point for using evidence in support of a relevant argument because it does not contain sufficient specific evidence.

### **D. Analysis and Reasoning (0-2 points): 0**

#### **Using Historical Reasoning**

The response did not earn the point for using historical reasoning to structure an argument about nationalism. While the response repeats the claim that nationalism is the most significant similarity between the French Revolution and the Revolutions of 1848, it does not develop this claim to frame or structure an argument.

#### **Demonstrating Complex Understanding**

The response did not earn the point for demonstrating complex understanding. The response does not attempt to demonstrate complex understanding.